



Gateways to the Principalsip

State Power to Improve the Quality of School Leaders

Gretchen Rhines Cheney and Jacquelyn Davis October 2011

Center for American Progress



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Introduction and summary

The academic success of this nation's students should not be left to chance. Yet when principals are selected to lead schools based on criteria that fail to measure performance or competency that is exactly what is being allowed to happen. Successful schools that provide positive, productive, and vibrant teaching and learning environments do not occur by accident. Instead, the most effective schools are led by principals who are equipped with the skills and possess the attitudes required to be exceptional school leaders.

Research shows that principals account for a quarter of a school's total impact on student learning. But this finding understates the full impact principals have because they play an essential role in hiring and developing teachers who account for the largest share of a school's impact on student learning.¹ While a single effective teacher can have a major impact on a student's achievement, this impact can “fade out” if that child is not taught by similarly effective teachers in subsequent years.² The person best positioned to ensure consecutive years of effective teaching for a child—thus influencing a child's overall academic achievement—is the principal.

For children to succeed, we need all schools to be led by skilled principals who support effective teaching across the entire school.³

The old job of principal as administrative building manager is no longer sufficient to dramatically improve student achievement. The job has evolved into a highly complex and demanding position that requires strong instructional and leadership skills.

The good news is there is a growing research base that clearly defines the dispositions, skills, and knowledge needed for effective school leadership today. The disheartening news is that few educators are being measured against these criteria prior to becoming principals.

States play a critical role in determining who leads our country's schools. Individual states control the two most important levers to ensure the quality

of principals—principal preparation program approval and principal licensure oversight. Yet few states are exerting their authority and efficiently using these two levers to improve educational outcomes for children. Each year thousands of principals across the country are licensed to serve as leaders of schools under antiquated laws that are misaligned to the skills and dispositions that research shows principals need to be effective.

Recognizing that states act as key gatekeepers to improve educational outcomes for children, it is imperative that states take immediate action to guarantee that each and every school is led by a high-quality principal.

In this report we analyze state policies and requirements for principal preparation approval and certification in a sample of 16 states—eight of which are “lagging,” and eight that are “leading” in their efforts to act as gatekeepers to ensure that schools are led by effective leaders. An effort was made to select a large pool of states to reflect a range of practices and policies, as well as to provide variation in the context, for example, geographic representation, student demographics, and population size. (See Box)

Our criteria for state selection

A literature review and interviews with field experts helped identify states that were lagging and leading in policies designed to increase principal effectiveness. We do not suggest, however, that the “lagging” states are the only states with poor policies. Rather, they serve as concrete examples of the pervasive misalignment between state policies and best practices on principal effectiveness. The “lagging” states we include as examples in this report are Indiana, Kansas, Minnesota, New Mexico, Oklahoma, South Carolina, Texas, and Washington.

We also identified “leading” states that are making progress and are heading in the right direction—states such as Illinois where principal preparation programs have been redesigned to adhere to performance-based standards so that by the year 2013 all principals will be approved under new rigorous assessment guidelines. Louisiana, too, is improving and making use of data to connect teachers and principals to student data.

While our “leading” sample states have not comprehensively reformed their entire approach to principal preparation approval and licensure, they nonetheless provide examples of specific component reform from which we can create the more holistic reform needed.

In the “leading” category, we include some of the states that won the first two rounds of Race to the Top federal competitive grant program. RTTT grants were awarded to states that are creating the conditions for education innovation and reform, including preparing, supporting, retaining, and measuring high-quality teachers and leaders. But we also highlight other nonwinner states that have made significant progress in this area. The “leading” states we identified are Delaware, Florida, Georgia, Illinois, Louisiana, New York, Rhode Island, and Tennessee.

We conclude by providing specific recommendations for states to ensure that they are carrying out their gatekeeper roles to improve principal quality nationwide.

First, it is imperative that states develop a framework on principal effectiveness based on current best practice research that governs both principal preparation approval and licensure. States should only approve principal preparation programs that adhere to this framework and, ultimately, hold them accountable for consistently producing proficient principals who positively impact student achievement.

Second, states should be agnostic about what entities deliver the training and development for aspiring principals. States should be clear about the program elements needed to produce effective principals and open the playing field to a wide range of providers that meet these program requirements and yield effective principals.

When it comes to granting initial principal licensure, states should move away from input-based measures, such as years of teaching and master's degrees, toward performance-based measures that authentically test an individual's skills and competencies that signal readiness to be effective on the job. Ultimately, states should revoke or not renew the licenses of principals who are deemed ineffective.

It is clear that only the combination of highly effective teaching with highly capable school leadership will change outcomes for children in our schools—not one or the other but both.⁴ Given the critical role of principals in advancing student achievement, states must use their authority to improve the quality of principals across our country.

Gateway to the principalship: State role

State policymakers are the gatekeepers who determine who can become a principal. They establish the requirements for entry into the principalship through two powerful gateway levers:

Gateway #1: Approving principal preparation programs

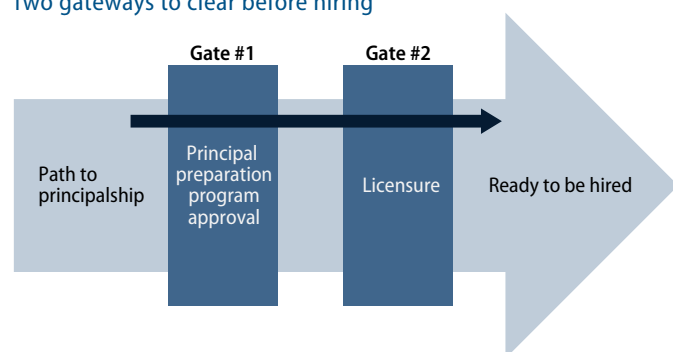
States set the criteria for principal preparation program elements and manage the process to either approve or deny the programs that prospective school leaders must complete in order to become principals. The purpose of these training programs is to develop the knowledge, skills and dispositions of aspiring principals that will lead to success on the job. Programs are evaluated on their content (what is taught), the methods of delivery (coursework, field-based experiences, mentoring, etc.), and on overall design.

Gateway #2: Setting licensure requirements

In addition to approving preparation programs, states determine the other requirements needed by each individual to become a licensed/certified principal. Only licensed principals can lead public schools.

State-controlled gates on the path to principalship

Two gateways to clear before hiring



Unfortunately, few states are using the dual levers of principal preparation program approval and licensure to improve educational outcomes for children. Policies in both areas are weak, lack alignment to standards of effectiveness and current best practices, and fail to require aspiring principals to demonstrate competencies. The result is that thousands of principals across the country are licensed each year under antiquated laws that are misaligned to the skills and dispositions research shows principals need to be effective.

Defining an effective principal

There is a growing body of research that clearly suggests that principals are essential to effective teaching.

A student's year-to-year learning is determined by the effectiveness of one teacher, however it is the principal who is best positioned to ensure successive years of quality teaching that ultimately results in a student's long-term achievement. Research shows that principals account for 25 percent of a school's total impact on student learning.⁵ But this finding actually understates the impact of principals as they play a critical role in hiring and developing the teachers who account for the largest share (33 percent) of a school's impact on student learning.

Exemplary principals hire, develop, support, and retain effective teachers, while finding ways to release those who are not getting the job done for children. Research indicates that schools that provide greater support at the administrative level have lower levels of teacher turnover.⁶ Teachers who left their school or the profession were more critical of their school's principal than teachers who stayed at their schools.⁷ In surveys of teachers who left the profession, new teachers report that poor working conditions and lack of administrative support were primary factors.⁸ Moreover, in addition to ensuring that effective teachers are hired and retained for every classroom, principals also develop teachers by creating a culture of high expectations and teacher collaboration, establishing the foundational data and instructional systems that are key to strong teaching, observing and giving feedback on teacher practice, and providing targeted professional development to improve instruction.

We now know from field evidence that the old job of principal as administrative building manager is no longer sufficient to dramatically improve student achievement. The job has evolved into a highly complex and demanding position that requires strong instructional and leadership skills. Principals are integral to strong teaching and learning in a school.

“There is not a single documented case of a school successfully turning around its pupil achievement trajectory in the absence of talented leadership.”⁹

There is a growing research base that defines the dispositions, skills, and knowledge needed for effective school leadership today. A study commissioned by the Wallace Foundation found that successful principals have the skills to influence student achievement through two distinct means: 1) *the support and development of effective teachers* and 2) *the implementation of effective organizational processes*.¹⁰

Researchers Robert J. Marzano, Timothy Waters, and Brian McNulty have conducted extensive analyses of previous research and have found strong links between effective leadership and student achievement.¹¹ In their review they identified 21 specific responsibilities—representing important knowledge, skills, and practices of effective principals—linked to higher levels of student performance. Of the 21, seven were positively correlated with deeper school change, requiring principals to challenge prevailing norms and teachers to learn new knowledge and skills. *These seven are:*

1. **Change agent** (challenges the status quo, leads change)
2. **Flexibility** (comfortable with major changes, open to new ideas)
3. **Ideals and beliefs** (holds strong professional beliefs about teaching and learning, shares those beliefs, and demonstrates behaviors consistent with those beliefs)
4. **Intellectual stimulation** (up-to-date on current research, exposes staff to new ideas)
5. **Knowledge of curriculum, instruction, and assessment**
6. **Monitors and evaluates the effectiveness of curriculum, instruction, and assessment**
7. **Optimizer** (inspires teachers, portrays a positive can-do attitude, drives major initiatives)

Many of these responsibilities require not just skill and knowledge, but also orientation and dispositional qualities such as flexibility and specific beliefs.

The national nonprofit principal preparation program, New Leaders for New Schools, has devised its own set of principal effectiveness domains based on lessons learned from its graduates in the field who have led schools with substantial gains in student achievement and teacher effectiveness. Drawing on their analysis of critical leadership actions, New Leaders for New Schools identified six domains:

- **Vision for Results and Equity** (belief and sense of urgency about the potential of every student, high expectations, personal and collective accountability, understand and value diversity)

- **Learning and Teaching** (curriculum planning aligned to rigorous standards, high-quality instructional strategies and routines across classrooms, supports data-driven instruction, intervention strategies for low-performing students)
- **School Culture** (culture of high achievement and aspiration, values aligned to mission, supportive discipline measures, family engagement in supporting student learning)
- **Staff Development and Management** (rigorous hiring and induction processes; high expectations and rigorous evaluation of instructional quality; teacher observations, feedback, and professional development for instructional improvement)
- **Planning and Operations** (action plans and monitoring for instructional improvement, organizes time effectively, aligns financial and human resources to school improvement goals)
- **Personal Leadership** (clear communication that motivates and inspires; incorporates multiple perspectives in decision making; self-awareness, ongoing learning, and resiliency in the service of continuous improvement)¹²

While many of the leadership skills above can be taught and developed over time, there are certain orientations, values, and belief systems that are inherent to being an effective principal. These qualities are increasingly recognized by innovative providers in their most effective graduates. Principal preparation programs such as Knowledge is Power Program's School Leadership Program, New Leaders for New Schools, New York City Leadership Academy, and the University of Illinois at Chicago agree that their most effective principals share the following beliefs and orientations:

- Belief that ALL children can achieve at high academic levels and high expectations for students and teachers
- A sense of urgency
- Personal accountability for achieving results for students
- Resiliency and perseverance when confronted with setbacks, to ensure success for all children

These innovative programs have made it their mission to graduate high quality principals and are showing early positive impacts on student achievement. Their

experience indicates that these intrinsic qualities cannot be overlooked and are critical to a school leader's success.¹³

With such a wide-ranging set of skills, knowledge, and dispositions needed to succeed as school leaders today, it is more crucial than ever to identify and prepare the right kinds of principals. State gateways, however, are currently not designed to ensure that school leaders have the beliefs and orientation needed nor the skills required to develop highly effective teachers, establish a strong school culture, and manage high-functioning systems to support learning.

Principal preparation programs and standards fall short

States have the authority to approve—or deny—principal preparation programs that aspiring principals must complete before being licensed and ready for hire. Typically programs within a single state vary widely in admission standards, coursework delivery and content, school-based clinical experiences, faculty qualifications, and standards for completion. Moreover, states’ processes for determining which programs get approved often lack rigor. Not surprisingly, therefore, the quality of principals coming out of these programs also varies widely.

A 2005 study by Columbia University’s Teachers College president at the time, Arthur Levine, concluded that the “majority of programs range from inadequate to appalling, even at some of the country’s leading universities.”¹⁴ Part of the problem is that states have given institutions of higher education a virtual monopoly over principal preparation. More than 95 percent of America’s almost 200,000 K-12 principals graduate from a university-based preparation program. Many programs currently approved by states are of poor quality and fail to meet best practice standards, much less produce the kinds of leaders the country needs for today’s schools.

Standards for principal preparation programs

While there is no one-size-fits-all approach to principal preparation, there is an emerging consensus around essential core components. The U.S. Department of Education, the Eli and Edythe Broad Foundation, the George W. Bush Institute’s Alliance to Reform Education Leadership, The Thomas B. Fordham Foundation, the Rainwater Charitable Foundation’s Leadership Alliance, and the Wallace Foundation have all outlined similar needed reforms in principal preparation.¹⁵ The Rainwater Leadership Alliance, a network of innovative programs including school districts, universities, and nonprofits with early promising results, recently released a report sharing their common perspective. Despite their varying models, the alliance members agreed on the following key design elements:¹⁶

Undergirding competency framework

A competency framework embodies the set of skills, knowledge, and dispositions that an effective principal needs in order to drive student achievement. The competency framework serves as the standards for the program and all program components—recruiting, selection, training, support, and evaluation—are aligned and designed to ensure that graduates leave with these requisite competencies.

Strategic and proactive recruiting

Strategic and proactive recruitment of high-potential candidates is critical. High-quality candidates with the skills and dispositions aligned to the competency framework are identified and targeted, which in turn provides programs strong candidate pools.

Rigorous selection process

Candidates are required to demonstrate their skills, knowledge, and dispositions through a rigorous, multistep selection process. A series of real-time performance-based assessments is used to amass data on candidates in order to spotlight those with the highest potential to be best prepared for success as principals.

Relevant and practical coursework

Course content is aligned to the competency framework with a strong emphasis on instructional leadership, human capital performance management, and school culture. The delivery is practical and applied—not merely theoretical—and allows aspiring principals to practice their skills and approximate real-life, on-the-job situations through role-play, case studies, and simulations.

Experiential, clinical school-based opportunities

Through partnerships with school districts or charter schools for clinical school-based experiences, trainees are given authentic opportunities to test their leadership mettle in school settings over a significant period of time (at least six

months), while receiving support and feedback from experienced mentors and/or coaches. Programs expect their trainees to demonstrate proficiency in the competency framework areas as a requirement for graduation.

Placement and on-the-job support

Upon successful completion of the program, trainees are given further assistance on their road to effective school leadership. Programs assist their graduates in identifying and securing school leadership positions and provide continued support to help them grow and be effective on the job.

Robust data collection and continuous learning

To continuously improve the program and ensure trainee effectiveness, data are collected and monitored during the program and after graduation. Programs track the effectiveness of their principal graduates on student achievement and school performance over time.

This vision differs dramatically from the traditional university-based master's in educational leadership program that prepares most of our country's principals for the job. There is little match between what we now know of effective program elements and the elements of many university programs that are approved by states.

Let's take a look at some of the shortcomings of traditional principal preparation programs.

Deficits in principal preparation programs

A variety of experts have highlighted problems inherent in the customary approach to principal preparation¹⁷, the most important of which include:

Lack a competency framework

Programs are often a disparate array of courses and program elements without a governing set of competencies—the skills, knowledge, and dispositions school leaders

need to know and be able to do to be effective on the job. It is often unclear how the training components or courses connect to one another and how they coherently develop the full range of needed skills, knowledge, and dispositions in trainees. Even when a program professes to be “standards-based,” many do not use the competencies to determine the architecture of their entire program and to align all of their programmatic elements, systems, and processes from recruiting, selection, training, support, to evaluation. The competency framework should be the foundation for the entire continuum from selection to graduation—guiding each element to ensure that students leave with the competencies needed to be successful principals.

Even when programs have standards they are often vague and do not align with what research indicates effective leaders need to know and be able to do in order to positively affect student achievement. Most programs rely on standards provided by the Interstate School Leaders Licensure Consortium, or ISLLC, and Educational Leadership Constituent Council, or ELLC. The biggest piece missing in the ISLLC Performance Expectations is the role of the principal in managing and developing teachers and staff. Given that teacher impact is the largest school-based factor affecting student achievement, principals must be prepared to support effective teaching and improve teaching that is not effective. The ISLLC standards are much too general and fail to zero in on the most important indicators of effective school leadership related to school performance.

Failure to recruit

Traditionally, universities have not proactively recruited aspiring principals to their educational leadership master’s programs based on a recruit’s skills and disposition. Many are open enrollment programs and do not target or cultivate relationships with high-potential candidates. Instead, these programs passively accept who comes to them through their applicant pool. Applicants are often teachers who have no intention of moving into school leadership positions. Data from the National Center for Education Statistics show that approximately 191,110 teachers hold master’s degrees in administration but are not using their degrees to work as school administrators.¹⁸

These teachers enroll to secure the pay raise that come with an advanced degree and have no intention of becoming principals. Further, many lack the leadership skills, beliefs, and dispositions that we know are necessary for effective principals.

Weak selection

Disturbingly, most programs are not highly or even moderately selective. Applicants are not required to demonstrate through experiential or behavioral exercises their leadership and management skills and instructional expertise, much less a belief system and orientation that are critical to the job. Instead, programs rely on minimal GPAs, resumes, generic essays, and sometimes GRE scores to select candidates. This simple screen is not sufficient to generate sound evidence that a candidate has the requisite skills and beliefs to become an effective principal.

Incoherent, theoretical, and outdated coursework

Courses are not carefully designed in combination with one another to comprehensively make up a coherent, aligned program of study that matches the competency framework to ensure that candidates master the skills and knowledge needed to be an effective principal. Professors often work in silos without integrating and reinforcing key concepts from other courses to deepen students' learning. Further, faculty members are often researchers who may lack first-hand experience as practitioners and knowledge on how to actually lead an effective school.

In far too many programs material is presented from a theoretical context with students rarely being given the opportunity to practice what they have learned through role play, simulations, and case studies that approximate the real-life situations they are likely to confront on the job. Classes are often teacher-centered and lecture-styled, with students simply being passive recipients of knowledge. What we know from adult leadership development is that skills must be practiced and applied for them to be internalized. Leadership skills cannot be mastered merely through reading textbooks—they must be practiced.

In addition, coursework topics are often outdated and may not be sufficient to prepare principals to manage complex schools as instructional leaders. Researchers at AEI studied the course content of 31 principal preparation programs. They identified serious deficiencies, concluding that principals were receiving limited training in critical areas, such as the use of data, research, and personnel management and evaluation. Instead 30 percent of the total course weeks were spent covering technical topics such as school law, school finance,

Principals
themselves
acknowledge
that they are not
prepared for their
jobs. In a 2003
survey by Public
Agenda, two-thirds
of the principals
polled report
that “leadership
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graduate schools of
education are out
of touch” with what
principals need
to know.

management, and technology. This was nearly twice the time devoted to the other six more critical topics including managing for results, personnel management, and managing classroom instruction.¹⁹ Moreover, this coursework is not linked to what we discussed above in principal effectiveness. Programs spend far too little time preparing principals to be strong leaders able to manage and develop effective teachers, establish a high expectations school culture, and design and implement systems to support student achievement.

Limited clinical, school-based experiences

Many programs provide “shadowing” opportunities or limited internships where individuals remain in their same job. These internships often amount to less than one or two months of school-based opportunities. Unfortunately, few programs offer strong clinical training experiences of significant length to enable aspiring principals to assume leadership positions that give them real responsibility and develop the skills to make changes in culture, manage and develop teachers, and impact student learning. Moreover, few programs provide opportunities for aspiring principals to work directly with effective principals in school contexts similar to the ones they will lead and receive meaningful feedback. While significant clinical experiences can be expensive, programs that do this well argue that they are critical to enabling aspiring principals to develop the leadership skills to be effective on the job. Clearly, only programs that have partnerships with districts and schools can offer meaningful clinical experiences.

Without giving aspiring principals a robust clinical experience, programs are unable to assess a trainee’s proficiency against a competency framework to determine his or her readiness for the principalship.

Few post-graduation services

While it may be hard to believe, many programs often do not even know if their graduates secure school leadership positions, much less actively support them in finding these jobs. Rarely do programs provide supports to help graduates transition into these new roles or succeed once in them.

Minimal data collection and usage

Likewise, many programs do not have the data systems in place to track job placement and the effectiveness of their graduates nor use data for program improvement purposes to better prepare future aspiring principals.

Principals themselves acknowledge that they are not prepared for their jobs. In a 2003 survey by Public Agenda, two-thirds of the principals polled report that “leadership programs in graduate schools of education are out of touch” with what principals need to know.²⁰

Principal preparation programs have continued to operate with significant problems because states have failed to align their approval requirements with the most effective practices from the field.

As highlighted in the following chart of the sample states we identify as lagging, few require principal preparation programs to include the kinds of elements that are most likely to yield strong principals.

Required principal preparation program elements	
A sample of state programs	
License renewal requirements	
Indiana	Complete a professional growth plan or six credit hours every two years
Kansas	No additional requirements
Minnesota	125 clock hours of continuing education every five years
New Mexico ¹	Recommendation from superintendent verifying competency or a notarized letter confirming not emplo
Oklahoma	No additional requirements
South Carolina	20 renewal credits on ways to support teachers every five years
Texas	200 hours of professional development every five years
Washington	Coursework on physical abuse, emotional abuse etc., and 10 semester hours of graduate course work

Source: Information on principal preparation program required elements was obtained from the websites of the individual states.
(See Appendix on page 34)

State approval processes

In addition to failing to require programs to incorporate those key elements that align with the latest research on principal effectiveness, states are also failing to institute rigorous processes for reviewing and approving principal preparation programs. Many of these programs purport to be standards-based and rigorous, but in reality too many states often treat program criteria as simple checklists rather than probing for evidence and asking the right questions to determine whether programs are actually implementing what they claim.

State-level staff and others assigned to review preparation programs are often not qualified to examine program quality. These reviewers typically lack training and knowledge of effective principal preparation practices that are crucial to determining if programs are indeed meeting state-required criteria. What's more, there is often inconsistency across program reviews because team members change and/or because the evaluation process is not objectively normed or calibrated to give reviewers a consistent basis on which to rate programs. The result is that the process becomes watered down and programs are approved that do not in fact embody the required state criteria.

Clearly, states need to do more with what could, and should be, a meaningful gateway to the principalship. States have granted principal preparation programs, mainly colleges and universities, great authority to design their own approaches and processes for identifying and preparing principals without holding them accountable for the results.

State licensure requirements are weak

While every state requires its K-12 public district school leaders to be licensed, the standards that must be met to become licensed are minimal at best. Unlike many other professional fields, licensed school principals are generally not required to demonstrate the competencies needed to be effective. Historically, licensure requirements have focused primarily on inputs such as the numbers of courses taken and time spent in the classroom, rather than require evidence of mastery of the knowledge and skills needed to be an effective principal.

Within the licensure framework states have two opportunities to impact principal quality. The first is at the point when principals apply for their initial license, certifying them as qualified to be hired for the job. At a second point in time (and continually thereafter), principals in most states are required to renew their licenses at regular intervals in order to continue to practice.

Let’s examine each of the crucial impact points in greater detail.

Initial license

While the requirements vary, states typically grant an initial license to applicants who have a master’s degree, completed an approved preparation program, fulfilled any other seat time or experience requirements, and passed an exam. By way of illustration consider the following requirements in this sampling of states we identify as “lagging”:

Certification requirements in “lagging” states

A sample of state requirements

	Master’s Degree		Teaching experience	Complete an approved principal preparation program	Pass exam
	In educational administration	General			
Indiana		X	Proficient practitioners’ license (2 years)	X	X
Kansas	X		3 years	X	X
Minnesota	X		3 years	X	-
New Mexico		X	6 years	X	X
Oklahoma	X		2 years	X	X
South Carolina		X	3 years	X	X
Texas		X	2 years	X	X
Washington		X	Teaching certificate	X	-

Source: Information on principal certification requirements was obtained from the websites of the individual states. (See Appendix on page 34)

There is little indication that time in a university classroom is sufficient for preparing principals for the myriad responsibilities and challenges they face.

The trouble with these criteria is that they are simply inputs and do not require candidates to demonstrate their ability to do the job well. Nor is there evidence that these requirements have any kind of correlation with principal effectiveness.

In setting these requirements states are assuming that a master's degree is needed to do the job effectively. Yet there is little indication that time in a university classroom is necessary or sufficient for preparing principals for the myriad responsibilities and challenges they face when leading schools. We have no evidence that a master's degree correlates with principal effectiveness and yet the master's degree requirement grants monopoly power to universities, limiting the expansion of a more diverse set of providers, including nonprofits and school districts.

There is also an assumption that years of teaching are synonymous with teaching effectiveness. While instructional knowledge is critical to effective school leadership, time on the job is not a reliable indicator. More accurate measures of teaching ability would include evidence of impact on student achievement; assessments to test ability to diagnose the quality of teaching and develop improvement strategies; instructional plans linked to interim assessment data; or other similar indicators that demonstrate proficiency in improving learning outcomes for all children.

We detailed many of the weaknesses in traditional principal preparation programs earlier. Experts and practicing principals agree that most programs do not prepare school leaders for the complex challenges they are likely to face nor give them the skills needed to improve teaching practices, and ultimately, student results.

The final requirement for certification is passing an exam. Unfortunately, these exams too often are not performance-based. Many states use the School Leaders Licensure Assessment, or SLLA, a test developed by the Educational Testing Service that aligns with the standards set by the Interstate School Leaders Licensure Consortium, which define in broad terms six leadership standards, including vision, mission, and goals; teaching and learning; managing organizational systems and safety; collaborating with families and stakeholders; ethics and integrity; and knowledge of the education system. There are challenges with ISLLC, namely that it fails to include talent management of teachers, a factor that we know is critical to school performance.

The SLLA and other similar exams have become a proxy for assessing whether aspiring principals can lead effectively. But here again, a single testing point does

not provide sufficient evidence of a principal’s ability to apply his/her skills in the context of a variety of multifaceted school situations, particularly leading adults.

By states defaulting to input-based measures they continue to allow individuals to become principals without any certainty that they have the skills and dispositions to do the job.

License renewal

In most states after a certain period of time an initial license must be renewed. Renewal usually requires evidence of participation in a specified number of hours of professional development time or credits earned as a proxy for continued learning. In most cases, however, there is no guarantee that the hours logged in professional development activities have relevance to the job, and certainly are not tailored to individual developmental needs. Certification models rarely require principals to demonstrate effectiveness on the job or impact on student achievement and teacher quality.

Let’s consider the following input-based license renewal requirements from a sampling of states we identified as “lagging”:

License renewal requirements in “lagging” states

A sample of state requirements

License renewal requirements	
Indiana	Complete a professional growth plan or six credit hours every two years
Kansas	No additional requirements
Minnesota	125 clock hours of continuing education every five years
New Mexico ¹	Recommendation from superintendent verifying competency or a notarized letter confirming not employed and using license
Oklahoma	No additional requirements
South Carolina	20 renewal credits on ways to support teachers every five years
Texas	200 hours of professional development every five years
Washington	Coursework on physical abuse, emotional abuse etc., and 10 semester hours of graduate course work

Source: Information on principal licensure policies was obtained from the websites of the individual states. (See Appendix on page 34)

1 In 2010, New Mexico created a statewide School Leadership Institute to prepare aspiring principals and provide support for current principals. The School Leadership Institute embodies several of the key elements in this chart including district partnerships, experiential learning activities, and a focus on the principal’s influence on student learning and school effectiveness. However, the Leadership Institute has only limited funding and has not been codified into law.

States are missing a vital opportunity to hold principals accountable for their performance on the job. Instead most states are requiring inconsequential inputs rather than insisting that principals demonstrate their effectiveness in schools to earn ongoing license renewal.

Positive signs of change: States that are taking steps to improve principal quality

Despite the outdated practices of many states there is some encouraging news on state improvement efforts. Some “leading” states are recognizing the critical role of principals and are beginning to understand their power to influence who leads their schools. Some are doing this independently while others were spurred to action through the first two rounds of the Race to the Top competition. No matter the impetus, states like Delaware, Florida, Georgia, Illinois, Louisiana, New York, Rhode Island, and Tennessee give us examples of the types of strides being made in improving the approval process for principal preparation programs and licensure requirements.

Gateway #1: States intensifying principal preparation approval

As mentioned earlier, states are beginning to recognize that they have a powerful lever in approving principal preparation programs and must do more to hold these programs accountable to high standards and effective practice in the field.

One approach has been to require principal preparation programs to entirely redesign their program content and elements making sure that they are aligned to current best practices and reapply for state approval based on new state requirements. Several states that have done this in recent years including Florida, Georgia, Illinois, Louisiana, New York, and Tennessee. Some states, like Rhode Island, have also strengthened the approval review process to ensure that programs are actually implementing as they say. While other states, like Louisiana and Florida, have focused on better data tracking.

So how does a state go about redesigning a principal preparation program? Let’s examine the experiences of states like Illinois, Georgia, Tennessee, and Delaware.

Program redesign

Frustrated by the significant number of low-performing schools, state leaders in Illinois saw that one of the best places the State Board of Education could exercise its power to improve school quality was with the principal program approval process. In 2007, the Illinois School Leader Task Force, or ISLTF, was appointed to recommend strategic steps to implement improvements in school leadership preparation.²¹ The very next year, 2008, the ISLTF submitted a report to the Illinois General Assembly detailing the following recommendations:

1. State policies must set high standards for school leader certification that align principal preparation, early career mentoring, ongoing professional development, and master principal recognition with those standards, so that by 2013 all new principal preparation would be taking place through programs approved under these new standards.
2. Formal partnerships must be established between school districts and principal preparation programs affiliated with state-accredited institutions to support principal preparation and development.
3. Refocused principal preparation programs must demonstrate that they develop and rigorously assess in aspiring principals the capacities that are most likely to improve student learning in pre-K through 12th grade schools. Programs are required to:
 - Use highly selective admissions processes
 - Involve high-performing, current or former practitioners in program design and delivery
 - Include extended, closely supervised residencies
 - Incorporate rigorous, systematic assessments of candidates and graduates
 - Provide mentoring and early-career professional support and development of candidates

After years of hard work engaging the necessary stakeholders, in 2010 Illinois enacted legislation institutionalizing these recommendations. Programs are required to sunset by 2012. Only those programs that demonstrate dramatically improved rigor based on these revised standards will be allowed to reopen.²²

Georgia, in its redesign efforts of 2008, decided to focus limited resources on candidates who have demonstrated leadership potential and a stated desire to occupy a leadership position. Candidates must now be pre-selected by the employing school system and assigned to a leadership position or a leadership role. As stated in the Professional Standards Commission Leadership Preparation Rule 505-3-.58: “Candidates participate in *performance based experiences in courses as well as during an extended residency* ... that provide *significant opportunities* for candidates to synthesize and apply the knowledge and practice and develop the skills identified in the program standards through *substantial, sustained, standards-based work* in actual school and school system settings ... The candidates’ program is planned and guided cooperatively by the institution and school district, agency, or organization personnel and with assessment the responsibility of the institutions.”²³ (emphasis added)

In Tennessee, policymakers passed a new law in 2008 impacting both principal preparation and licensure. All principal preparation programs were required to demonstrate that they met the new requirements by January 2010, which included:

- Alignment with the Tennessee Instructional Leadership Standards
- Strong partnerships with districts
- Rigorous admissions standards determined by both the district and the program
- Competency-based preparation curriculum that support the critical success factors associated with effective leaders:
 - Effective principals have a comprehensive understanding of school and classroom practices that contribute to student achievement through focusing on student achievement; developing a culture of high expectations; and designing a standards-based instructional system.
 - Effective principals have the ability to work with teachers and others to design and implement continuous student improvement through creating a caring environment; implementing data-based improvement; communicating; and involving parents.
 - Effective principals have the ability to provide the necessary support for staff to implement data-driven school, curriculum, and instructional practices through initiating and managing change; understanding the change process and using leadership and facilitation skills to manage it effectively; providing

effective professional development; using time and resources in innovative ways to meet the goals and objectives of school improvement; maximizing resources; acquiring and using resources wisely; building external support; and staying current with effective practices.

- Field experiences
- Define program completion to include an evidence portfolio, a professional development plan, a practicum project, and a passing score on the School Leaders Licensure Assessment²⁴

While Tennessee has improved its principal preparation program criteria, state leaders recognize that the approval review process could be strengthened to ensure that only those programs that truly align with effective practice are approved for operation. Currently, every program was initially approved, except one whose proposal is pending approval based on revisions. As Emily Carter, Race to the Top Program Coordinator for Tennessee, puts it—“The policy [on principal preparation program criteria] is well written and strong; the challenge is in the implementation” of the approval process.²⁵

In Delaware, state leaders have opted, through their successful Race to the Top grant application, to create a statewide principal preparation pilot program modeled after the New York City Leadership Academy, or NYCLA, to establish “proof of concept” of this model and to thereby encourage all other principal preparation institutions (notably colleges and universities) to strengthen their models. (The New York City program includes a one-year residency component that the state believes is a best practice.)

The Delaware Leadership Project is a 14-month intensive preparation program (an initiative of Race to the Top) to prepare aspiring principals for the state’s highest-need schools. It has been approved as a pilot program (with approximately 15 candidates). As noted, the DLP is modeled after the NYCLA’s Aspiring Principals Program which is known for its rigorous admissions process, problem-based curriculum, and year-long school-based residency under the mentorship of an experienced principal. NYCLA’s program includes all of the essential core components described earlier in this paper. The DLP, operated by the Wilmington-based nonprofit organization Innovative Schools, is the first alternative-route principal preparation program that leads to certification in the state’s history. While oper-

ated by Innovative Schools, the Delaware Department of Education's Teacher & Leader Effectiveness Unit closely monitors the program and holds it accountable for agreed-upon outcomes at each stage of the program continuum (recruitment, selection, pre-service training, residency, coaching).²⁶

Approval review process

While some states have opted for new program standards, Rhode Island has decided to tighten the process for approving principal preparation programs, clearly believing that the implementation of a high-quality, rigorous approval process is a more powerful lever for change.

Many states adopt and accept the outcome of external reviewers for accreditation as sufficient for state approval of a principal preparation program. Rhode Island has chosen to retain the authority to conduct its own reviews because it found that an external review process was much less rigorous than its own. In fact, the program that the state eventually closed had previously been recognized by National Council for Accreditation of Teacher Education as meeting standard.

Rhode Island's visiting teams are made up of local principals, principal preparation experts from outside the state, and state department officials who push the team to dig deeper and look for evidence. Data are collected on recruitment, admissions, completion rates, and other indicators. All programs are visited at least once every five years; programs that are not meeting standard are visited more frequently. The state has been doing these site visits for 10 years and Lisa Foehr, director of the Office of Educator Quality and Certification notes that while progress is never fast enough, she definitely sees an improvement in quality.²⁷ In a state with only a few programs, Rhode Island closed one program that did not meet rigorous standards.

Many states
adopt and accept
the outcome of
external reviewers
for accreditation as
sufficient for state
approval.

Data tracking

Despite state efforts the approval process for principal preparation programs often remains somewhat subjective, based on written proposals and short site visits. To augment the approval process, some states are collecting data and/or requiring principal preparation programs to track their own data on principal effectiveness.

With stronger data state leaders can track principal graduates to measure their impact on raising student achievement and improving teacher quality. This will enable states to hold programs accountable for their graduates' performance and determine whether programs continue to receive state approval.

Some states have already begun this work with teacher preparation programs. Louisiana, for example, rates its teacher preparation programs on a one to five scale with one being the highest performing (graduates are outperforming the average new teacher at statistically significant rates) and five the lowest (graduates are underperforming the average new teacher at statistically significant rates). Those programs earning a four or a five are required to submit a corrective action plan with a specific timeline for making improvements. Louisiana has not yet instituted a similar system for education leadership preparation but the state's department of education is working on it.²⁸ A sizeable cohort of graduates moving directly into the principalship each year would be needed to generate statistically reliable results.

Meanwhile, some states are developing principal evaluation systems, including data on student achievement that can then be linked directly to the effectiveness of preparation programs. One of those states is Georgia, which is currently developing a Leader Preparation Program Effectiveness Measure that will evaluate principal effectiveness using student achievement data, teacher retention data, and other measures. Once the data system is in place, principal preparation programs will be expected to track their graduates and adjust their programs as needed to strengthen quality. Eventually, program approval and funding could be determined by these measures. This work is part of the state's Race to the Top implementation plan.²⁹

Likewise as part of its Race to the Top commitments, Florida intends to implement outcome-based performance standards that build on the state's new student growth model for continued approval (and denial) of principal preparation programs. The state began collecting program data in the summer of 2010, including placement and retention rates; performance on the certification exam; student performance; and employer satisfaction. An implementation committee including principals, assistant principals, district leaders, and university leadership faculty will analyze the data and recommend performance targets for the continued approval standards for school leadership preparation programs. The performance targets will be piloted and proposed for adoption during the 2013-14 school year. These measures will also be used to revise the requirements for initial program approval for any new principal preparation programs, including core curriculum and standards for program providers.³⁰

Gateway #2: States widening the program provider pool and setting outcome-based certification requirements

The other lever available to states is to expand the pipeline of potential principals beyond the traditional university-based route by enabling other providers to be state-approved programs for certification. Additionally, states are beginning to establish certification requirements that are more outcomes-based and correlated with the research on principal effectiveness. Several states are attempting to create mechanisms for aspiring principals to demonstrate their skills and competencies in order to be licensed, rather than relying simply on inputs such as years of teaching and degrees.

More principal preparation routes

While the majority of states have alternative routes for teachers, they are less common for school leaders. The vast majority of today's principals started in the classroom and completed a preparation program through a traditional institution of higher education program. States, however, are starting to open up new pathways to accommodate a variety of backgrounds and experiences and to honor clinically rich programs offered outside of the university setting.

Louisiana is one example. The state now has four pathways to become an education leader:

1. Traditional for those with a master's degree in education leadership
2. Alternate for those with a master's degree in another field who complete a shortened coursework sequence
3. Alternate through an education leader practitioner program with an extensive residency experience (such as New Leaders for New Schools) but no master's degree
4. Alternate for educators with a master's degree and administrative experience (such as coaches or school improvement facilitators) who can document their skills through a portfolio³¹

A few states are opening the principal pathway beyond the traditional route from teacher to administrator, emphasizing leadership skills over teaching experience. Georgia is developing a new pathway to allow candidates with leadership experience (for example, business executives) to move into the principalship without a

master's degree. Georgia is beginning to plan how to best train and prepare these nontraditional candidates to be effective school leaders.³²

Outcome-based certification requirements

In addition a number of states are beginning to consider implementing more rigorous certification requirements that demand a greater demonstration of competency than current measures. Rather than simply relying on inputs like years of teaching and a master's degree, candidates may need to demonstrate their readiness for the job through performance-based assessments and performance once on the job.

Initial licensure

Some states are grappling with how to assess aspiring principals' competencies before issuing them an initial license. Other licensed professions have done this through two means: a clinical component, and assessments that simulate the work. Professions such as engineering, architecture, and medicine require robust clinical experiences under the guidance of a mentor (such as internships or apprenticeships) that extend over multiple years. This intensive, but supported, time on the job allows trainees to practice the work and learn from mistakes.

Those who do not demonstrate the required competencies do not receive a license. Similarly, these and other professions require candidates to sit for multiple clinical tests that simulate work experiences in real time. Candidates must prove that they can apply their knowledge and respond appropriately in authentic job situations. An optometrist, for example, has to pass a series of performance-based exercises simulating the real job before being granted a license.

Clearly, other professions have found ways to incorporate rigorous clinical experiences and hands-on assessments that require candidates to demonstrate competency. But to date, state policymakers have been cautious, if not downright hesitant, about instituting more performance-based elements—which admittedly can be cumbersome and expensive to manage—for school leaders.

Not surprisingly, in our review we found no examples of states that have instituted performance-based assessments at the point of initial licensure beyond requiring principal preparation programs to certify that their graduates meet standards.

That is not the case, however, when it comes to licensure renewal.

Licensure renewal

It is easier for states to require performance-based outcome measures for licensure renewal because principals have had time on the job and their impact can be measured. As state data systems mature and principal evaluation systems that include impact on student achievement go into effect, states will be able to use these measures to hold principals accountable for effectiveness. Instead of simply attending professional development or logging time on the job, principals will have to demonstrate their skills and effectiveness in improving student learning and teacher quality to renew certification.

Illinois, for example, passed the Performance Evaluation Reform Act in 2010. Under the reform act principals will be evaluated under the new performance-based guidelines starting in 2012. While the state did not receive Race to the Top funding, in its application the state envisioned suspending or revoking a principal's certificate if he/she receives multiple unsatisfactory or needs improvement evaluation ratings. Action by the state would prevent an ineffective principal from continuing in that district or moving to another.³³

As Louisiana rolls out its principal evaluation system, principals there will need to show three years of successful evaluations (not just time on the job) and the completion of a successful induction experience in order to move from Educational Leader Level 1 to Level 2 Certification.³⁴ In Louisiana the principal evaluation includes impact on student achievement. In order to be deemed "effective" a school leader will have had to improve student achievement.

Meanwhile, principal evaluations in New York must incorporate student growth as a substantial component and will be a significant factor for principal certification determinations. New York is now in the process of developing performance assessments for initial and professional certification of principals. In order to receive professional certification, applicants will be required to demonstrate a positive effect on improving teaching and student learning. The principal certification assessment will include a performance assessment (portfolio) and a multiple-part written assessment. These assessments will be piloted in the spring of 2012 and implemented statewide in the spring of 2013.³⁵

As evident from this state sample, a number of states are making significant efforts to incorporate performance-based elements into their certification requirements and requiring principals to demonstrate effectiveness before being allowed to continue in the job through licensure renewal.

Principals will have to demonstrate their skills and effectiveness in improving student learning and teacher quality to renew certification.

Conclusion and recommendations

As we've discussed, states act as the ultimate gatekeeper in determining who becomes a principal. Given the academic stakes for children, states must take immediate action to ensure that high-quality principals lead all schools. Fortunately, as we have highlighted, there is some encouraging movement at the state-level toward reshaping policies to strengthen the quality of principals. Several states are making strides in giving the field new models and approaches. There is still, however, a dire need for improvement given the critical role the principal plays in student achievement. It is incumbent on states, owing to the fact that they control two key levers of principal effectiveness—principal preparation program oversight and licensure authority—to accelerate their progress on behalf of the nation's students.

Specifically, states need to establish more stringent and explicit requirements for principal preparation programs, approve only those programs that meet those requirements, open the playing field to more diverse providers, and hold all accountable for their graduates' performance. States that do a better job of ensuring that high potential candidates are recruited and selected upfront, prepared in a high quality program, and supported will reap the results in terms of student performance.

Additionally, states also need to revamp their credentialing systems to end the monopoly for higher education, require candidates to demonstrate competencies, and include only measures that correlate with principal effectiveness.

Based on our review of the research and lessons from the field to date to improve principal quality nationwide we offer the following state-level policy recommendations.

State-level policy recommendations

Principal preparation should be one step in a larger career continuum that includes certification, induction, ongoing professional development, evaluation, compensation, promotion, and licensure renewal. Each of these phases needs to be aligned with performance-based standards and an accountability system.

States should define and set standards of principal effectiveness that are more robust and reflective of the latest research and experience of practitioners who positively impact student achievement. This definition should include managing and developing effective teachers—as we know this is a critical principal lever to drive student success.

Specifically, in the area of principal preparation programs, we recommend that states define characteristics of high-quality principal preparation programs and specify key design elements to produce effective principals based on current research and experience in the field from those programs that are yielding effective principals. Those elements include partnerships with districts or schools; undergirding competency frameworks; strategic and proactive recruiting; rigorous selection processes; relevant and practical coursework with faculty who have recent practitioner experience; experiential, clinical school-based opportunities; graduation based on evidence of meeting competencies; placement and on-the-job support; and robust data collection, including tracking graduates' performance on the job and continuous program improvement based on data.

In addition states should sunset all currently approved programs and require them to redesign their models based on these characteristics and reapply for state approval.

In reviewing programs for approval, states need a robust process to verify whether the program design is being implemented as described. Program reviewers need to be knowledgeable of principal preparation best practices and be able to examine and screen key elements using a consistent methodology.

Ultimately, for program renewal, states need data on the effectiveness of a program's graduates on student achievement. This may require states to develop more robust data tracking systems and measures of principal effectiveness. Only those principal preparation programs that consistently produce proficient principals should retain state approval and funding.

Further, states should publish data on program effectiveness to drive program improvement and attract candidates to the strongest programs. Other useful data for the state to collect could include percentage of graduates hired into principalship and assistant principalship and retention rates. This will help states identify which programs are producing graduates who become principals versus those that merely grant degrees.

We strongly suggest that states encourage districts to end salary credit for those who obtain a master's degree in educational administration without securing a school leadership position. Too many educators are currently incentivized to gain these master's degrees merely for salary increases. This costs the system money and allows too many wrong-fit candidates into principal preparation programs.

States should end the monopoly of higher education on principal preparation, and be open to approving district, state, and nonprofit principal preparation programs that meet the state-required characteristics.

States should no longer require a master's degree for principals. There is no demonstrated correlation between a master's degree and principal effectiveness. Moreover, requiring a master's degree continues to restrict the pipeline to university providers.

The other significant lever states have at their disposal to improve principal effectiveness is the ability to set licensure requirements. We believe states should have an initial certification that enables aspiring principals to secure a job, but makes clear that certification is temporary and requires the principal to demonstrate effectiveness on the job for renewal. Even then initial certification should be based on more robust outcome measures than are currently used in most states that now rely on inputs such as years of teaching and degrees. Initial licensure should be awarded based on performance and demonstration of competencies against the state definition of principal effectiveness—similar to what several other licensed professions require.

Ideally, states would use real-time performance-based assessments. Because this process can be cumbersome and costly, states should at least consider other avenues to increase their ability to measure candidates' competencies through reviewing results-based portfolios showing impact on teacher effectiveness and student achievement; developing more robust case study exams; and/or requiring principal preparation programs to verify that their graduates meet certain competencies.

As for licensure renewal, states absolutely should be using performance-based measures that indicate principal effectiveness on the job.

States should be moving rapidly to either develop data and principal evaluation systems (or frameworks) or requiring districts to report this information to ensure that they only renew the certification of principals who demonstrate effectiveness. Effectiveness measures should include significant impact on student achievement

and teacher performance. States will likely need three years of data to make licensure renewal determinations.

In addition to their renewal authority, states should revoke the license of any principal receiving ineffective evaluations two years in a row (or two times over the course of a few years). After the first ineffective evaluation, principals should have a remediation plan.

It is clear that only the combination of highly effective teaching with highly capable school leadership will change outcomes for children in our schools—not one or the other but both.³⁶ Given the critical role of principals in advancing student achievement, states must use their authority to improve the quality of principals nationwide. In order for children to succeed, we need all schools to be led by skilled principals who support effective teaching across the entire school.

The federal role

In addition to the states' role in determining who becomes a principal, the federal government can also help catalyze state action. The Race to the Top competition can be credited with spurring some changes. And with reauthorization of the Elementary and Secondary Education Act pending, the federal government can encourage states to do more to improve the quality of school leaders. Additionally, two bills have been introduced at the federal level to spur state action and may be included in ESEA reauthorization:

- The Growing Excellent Achievement Training Academies, or GREAT, Teachers and Principals Act was introduced by Sens. Al Franken (D-MN) and Orrin Hatch (R-UT) to allow states to designate academies (university-based and alternative route programs) for teacher and principal preparation. Academies would be required to use rigorous selection methods; emphasize clinical instruction; and tie graduation to improving student achievement outcomes.

Programs that fail to produce great teachers or principals would not be reauthorized. In return for accountability, academies would be free from “burdensome,” input-based regulations that are “unrelated to student achievement.”

- The School Principal Recruitment and Training Act was introduced in both the Senate by Sen. Al Franken (D-MN) and in the House by Rep. Susan Davis (D-CA) with bipartisan support and would create a new competitive grant program to recruit, support, and prepare high-caliber aspiring and current principals to lead high-need schools. Preparation would include components that align with the essential core components outlined in this paper, including a one-year residency; coursework with a focus on instructional leadership, organizational management, and the effective use of data; and ongoing support and professional development for principals for at least two years.

Appendix

State websites for sources to the three tables in this report

SOURCES FOR PRINCIPAL PREPARATION PROGRAM REQUIRED ELEMENTS DATA SOURCES (SEE CHART ON PAGE 15)

Indiana http://www.doe.in.gov/educatorlicensing/pdf/REPA_IAC.pdf	South Carolina http://www.scstatehouse.gov/coderegs/c043.htm
Kansas http://www.ksde.org/Default.aspx?tabid=295	Texas http://info.sos.state.tx.us/pls/pub/readtac\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=227&rl=10
Minnesota https://www.revisor.mn.gov/rules/?id=3512.0300	Washington Professional Standards Board http://program.pesb.wa.gov/review/standards/standard-4 http://program.pesb.wa.gov/review/standards
New Mexico http://www.nmcpr.state.nm.us/nmac/parts/title06/06.062.0002.htm	
Oklahoma http://www.oar.state.ok.us/oar/codedoc02.nsf/frnMain?OpenF-rameSet&Frame=Main&Src=.75tnm2shfcdnm8pb4dthj0chedppmcbq8dtmmak31ctijurgcln50ob7ckj42tbkdt374obdcli00	

SOURCES FOR CERTIFICATION REQUIREMENTS IN “LAGGING” STATES DATA SOURCES (SEE CHART ON PAGE 17)

Indiana http://www.doe.in.gov/educatorlicensing/BLA.html	Oklahoma http://sde.state.ok.us/teacher/profstand/pdf/AdminCertReq.pdf
Kansas http://www.ksde.org/Default.aspx?tabid=334	South Carolina http://www.scteachers.org/cert/certpdf/teacher/certification-manual.pdf
Minnesota http://education.state.mn.us/MDE/Teacher_Support/Educator_Licensing/Licensing_Info/First_Time_Licensure/index.html	Texas http://info.sos.state.tx.us/pls/pub/readtac\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=241&rl=20
New Mexico http://www.ped.state.nm.us/Licensure/2010/faq.html#Administrators	Washington http://www.k12.wa.us/certification/Administrator/Residency.aspx

SOURCES FOR LICENSURE RENEWAL REQUIREMENTS IN “LAGGING” STATES DATA SOURCES (SEE CHART ON PAGE 19)

Indiana www.in.gov/legislative/iac/T05150/A00010.PDF	Oklahoma http://sde.state.ok.us/teacher/profstand/default.html
Kansas http://www.ksde.org/Default.aspx?tabid=330	South Carolina http://www.scteachers.org/cert/certpdf/teacher/certification-manual.pdf
Minnesota http://www.education.state.mn.us/MDE/Teacher_Support/Educator_Licensing/Licensing_Info/License_Renew/000499	Texas www.sbec.state.tx.us/sbeconline/certinfo/principal.pdf
New Mexico http://www.ped.state.nm.us/Licensure/2010/faq.html#Renewal	Washington http://www.k12.wa.us/certification/Administrator/Initial2.aspx#continuing

About the authors

Gretchen Rhines Cheney

Gretchen Rhines Cheney founded and leads PAROS Group, a Washington, D.C.-based education consulting operation. PAROS Group helps national, state, and local organizations working along the continuum of K-12, higher education, and workforce development to articulate, share and spread effective practices and policy. PAROS Group has content expertise in school turnarounds, school leadership, and secondary school reform. Clients include national education associations and nonprofits, state education foundations and nonprofits, think tanks, and educational service providers. Gretchen co-authored with Jacquelyn Davis, *A New Approach to Principal Preparation: Innovative Programs Share Their Practices and Lessons Learned* in 2010.

Previously, Gretchen spent nine years with America's Choice, Inc. where she worked at both the school and the district level to help school and system leaders improve student achievement. Prior to America's Choice, she was with the National Center on Education and the Economy where she did international benchmarking and was a contributing author and editor for a series of publications on aligning economic and workforce development. Gretchen co-authored a report on community solutions to workforce skill gaps while at the Council on Competitiveness. Gretchen has a master's degree in public policy from Georgetown University and a bachelor's degree in political science from the University of California at San Diego.

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Jacquelyn Davis founded and leads ED-Volution Education Group, a K-12 education consulting firm focused on thought leadership, strategy and new initiative development, partnership creation, and management/leadership and the content areas of human capital and school leadership, turnaround, state and district redesign and charter schools. Recent and present clients include national foundations, state departments of education, school districts, charter management organizations, and entrepreneurial education nonprofits. Jacquelyn co-authored with Gretchen Rhines Cheney, *A New Approach to Principal Preparation:*

Innovative Programs Share Their Practices and Lessons Learned and has spoken on many panels, including Fordham Foundation, Education Trust and Education Alliance on school leadership, education reform, and charter issues.

Previously, Jacquelyn launched and led the DC Program of New Leaders for New Schools, a national nonprofit that attracts, prepares, and supports outstanding school leaders to drive academic achievement gains for all children. In her five years as executive director, Jacquelyn grew the program to serve over 20 percent of the city's public district and charter schools.

Prior to New Leaders, she co-founded Thurgood Marshall Academy, or TMA, Public Charter High School, Washington D.C.'s first law-related high school. Jacquelyn also co-founded Hands on DC, an organization that helps refurbish D.C. public schools and raises college scholarship funds for low-income students. Prior to her work in education, Jacquelyn served as a congressional chief of staff, legislative director, legislative assistant; and a congressional political campaign manager. Jacquelyn earned a law degree with honors from Georgetown University and holds a bachelor's degree in public policy from Brown University. She was named a "Washingtonian of the Year" by Washingtonian Magazine. She has been profiled in Education Next magazine for her work to turnaround schools in Washington, D.C.

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- 29 Interview with Kelly Henson, executive secretary, Georgia Professional Standards Commission on June 16, 2011.
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- 31 Interview with Barbara Burke, education program consultant, and Andrew Vaughan, director, Division of Certification, Preparation and Recruitment, Office of Human Capital, Louisiana Department of Education on June 16, 2011.
- 32 Interview with Kelly Henson.
- 33 Illinois's Race to the Top Proposal to the U.S. Department of Education (Phase Two).
- 34 Interview with Barbara Burke and Andrew Vaughan.
- 35 New York State's Race to the Top Proposal to the U.S. Department of Education (Phase Two).
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